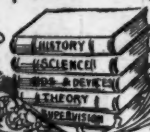


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VOL. XXXIII, No. 8. ST. LOUIS, MO., AUGUST, 1900. ONE DOLLAR PER YEAR.



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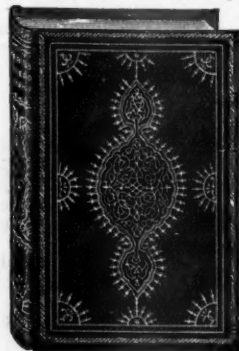
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THE REIGN OF LAW. A Tale of the Kentucky Hemp Fields. James Lane Allen. The Macmillan Co., New York City.

All book lovers who have been thrilled with the beauties of "The Choir Invisible," "A Kentucky Cardinal," and others of the works of James Lane Allen will hail with pleasure the last production of his pen which bears the title "The Reign of Law, A Tale of the Kentucky Hemp Fields." As a work of fiction, however, they will be disappointed in it as it does not begin to compare with his previous works. While the story does not come up to the high standard which he has set in his previous works, the setting of the story in the descriptions of nature is peculiarly beautiful and striking. The description of the hemp fields of Kentucky in the early days is vividly portrayed and under his skillful hand the dry, unsightly hemp takes on new beauty and acquires new interest. In these hemp fields he places the hero, and the story portrays his struggles

to reach something higher than is afforded him by the narrow farm life. After many hardships and trials he at last reaches his goal. The book is beautifully bound in red and gold and contains a number of artistic illustrations.

A GOOD BOOK.

The thousands of teachers and educators the world over who have read with pleasure and profit the many good things which have come from time to time from the gifted pen of Prof. A. R. Taylor, president of the State Normal School, Emporia, Kansas, will welcome with delight his latest book, entitled "Among Ourselves," which has just been issued from the press of the E. L. Kellogg Publishing Company, of Chicago and New York. It is made up of short, terse, cleverly written paragraphs—good things to think about—helpful suggestions to lighten the troubles and vexations of the schoolroom—keys to solve difficult problems which confront the educator. It is brim-full of common-sense, and at the same time sparkling with wit and humor. We heartily recommend this little volume to our readers—no one can afford to be without it.

A Grammar Class Joke.

The teacher was giving little Rob't a grammar lesson the other day. "An abstract noun," she said, "is the name of something which you can think of, but not touch. Can you give me an example?" Rob't—"A red-hot poker!"
—Educational Independent.

History.

A good joke on a schoolma'am comes from Cumberland Gap, and is told by the Middlesborough News. A lady told one of the boys to name all the Presidents, and when he replied he couldn't, the teacher said:—

"When I was as old as you I could name all the Presidents in their order."

"Yes, but they wasn't but a few Presidents then," replied the boy.

Botany.

A paper is responsible for the story that a lady, when showing a gentleman over her grounds the other day, was asked by him:—

"Does not this plant belong to the begonia family?"

"The begonia family?" answered his hostess, bridleing up. "Certainly not, sir! It is ours, and always has been."

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PRESIDENT CORSON'S ADDRESS.

[The following are the main points in the address of President O. T. Corson at the opening of the N. E. A. Convention. It gives a broad view of the educational problems and should be carefully read by every teacher.]

It is my honest conviction that the whole problem of education is an intensely practical one, requiring for its satisfactory solution the best thought and effort of practical men and women everywhere. In my judgment, the educational welfare of our country depends very largely upon the continued confidence of the people in the wisdom of those who aspire to educational leadership. If this leadership is unsettled and erratic in policy, confidence on the part of the people is destroyed, and the schools thereby become the prey of designing politicians who are always wise enough to remember what so many people with much better intentions so easily forget—that the people are the real source of power. Educational leadership, which inspires and retains public confidence must not only have high ideals, but must also recognize positive limitations. While it must ever strive to bring about better conditions, it must not lose sight of those which actually exist. These principles should guide in the consideration of the school problem from both the financial and educational standpoint.

With a yearly expenditure of over \$200,000,000 in the United States for public education alone, it is very important that those who assume to lead in forming and directing the educational sentiment of our country, shall possess not only educational qualifications but also that business ability which will inspire confidence in the business world. Care should be exercised lest we go too far in the modern movement of separating the business and educational management of our schools, and thereby develop the false idea that business and education have nothing in common. Our real educational experts are not the visionary theorists whose opinions change so often as to make them prac-

tically worthless, but the thoughtful, conservative men and women whose business sense leads them carefully to consider the conditions which actually do exist, as well as the ideal ones which many good people wish might exist; and as a result of such consideration, enables them to originate and execute policies which always command the confidence of the people. The real educational leaders of this age whose influence will be permanent, are those who have the business capacity to appreciate and comprehend the business problems which are always a part of the educational problem. Leadership of this character recognizes at once the impracticability of any attempt to carry on the work of public education in the schools whose cost of equipment and maintenance is so great as to render their operation a financial responsibility.

Such leadership also recognizes the fact that, if the schools are to continue to have the financial support which is essential to their success, the people must be led to feel that education pays; that money judiciously invested in good schools and well equipped teachers will bring in large returns not alone in the higher intelligence, happiness and culture of the people, but in a financial sense as well; that the two most important factors which enter into the value of property cannot appear on the tax duplicate, viz.: the intelligence and morality of the people. The successful prosecution of the work of public education will be aided to a far greater extent by impressing parents and boards of education with a keen appreciation of the financial value of a child's time during the years of school age than by requiring teachers to exhaust their time and energy in a fruitless study of the peculiarities of children. While we must never lose sight of the higher ideals in education, and strive in every possible way to lead the youth of our land to look beyond the mere making of a living to the making of noble lives, on the other hand it is never wise to ignore the bread and butter phase of existence, and what the common people consider an important and immediate end in

education. With the large majority of the people of every community, the struggle of life is both difficult and constant. With each passing year, the competition seems to become more intense, and we cannot change the facts or better the conditions by closing our eyes and sentimentally regretting that practical people everywhere are demanding that the schools shall so train our boys and girls as to enable them to go out into life prepared to meet difficulties and make an honest living. Much of the sentimental talk of the present day that the schools must cease to be utilitarian in their aims and purposes, and devote all their time and energy to the development of character would not be worthy of consideration were it not so misleading. No one doubts that true character is the true end and aim of all true education, but it is equally important that we also recognize that true character is not a visionary something which grows up separate and apart from practical life, but is the product of right training and earnest living and usually thrives best in the midst of toil and difficulty.

In the educational management of our schools there is also great need of that stability and conservatism which will beget confidence and insure thoroughness. In their anxiety to be considered progressive those to whom the people look for guidance in educational affairs should ever be mindful of the fact that all genuine reforms have their roots down deep in the hearts of the common people, and that all true growth is slow growth. To correct one wrong tendency an attempt should not be made to create a worse one in an opposite direction. Text-book teaching may have been carried to a harmful extent in the past, but that is no reason why it should be abolished now. It will ever remain true that one of the best things that any school can do for any pupil is to teach him how to make proper use of the books of the school room and library. Courses of study in the old-time schools may have been too much abridged, and as a result narrowing in their tendency, but many thoughtful people among both patrons and attempt of teaching something of everything to children. Schools in which formal tasks assigned by teachers are to-day seriously questioning the modern heartless teachers make children unhappy, need reformation, but it is not wise to replace them with play horses in which amusement and entertainment are mistaken for interest. A firm belief in the doctrine of hard work is still necessary to both happiness and success, and the gospel of labor needs to be preached

anew in many localities. The public school critic who imagines that he sees in what he terms "over-work" of the school the only source of "nervous prostration" should turn his attention for a time to society, the premature entrance to which on the part of many leads to physical, mental and moral decay. The student of trained mind and mature judgment should certainly be allowed some choice of studies in making preparation for his special life work, but many old-fashioned people still insist that children in grammar and high schools should have very definite direction in their work.

In dealing with all these important phases of the work of public education what is needed more than anything else to give it that stability and solidity which will insure the support of public sentiment without which true progress is impossible, is the active influence of broad-minded, great-hearted, liberally educated teachers who are superior to all methods and systems, and whose influence is always inspiring and uplifting. With the majority of those who compose this audience, I have practically forgotten all the formal experiences of my school-boy life. The course of study, the methods of instruction, the plans of promotion, and many other things of minor importance have practically all passed out of mind, but there remain as a part of my very being the hallowed memories and helpful influences of a teacher or two—great personalities in whose presence intellect developed and character grew. He does most for education in this age who leads the people to appreciate that the one great necessity of any school is a great teacher.

While it is right that in the consideration of the educational problem, great emphasis is to-day placed upon the proper recognition of the rights and needs of the individual, on an occasion like this no one can be unmindful of the importance of education from a national standpoint. We believe that the intelligence of the common people is the real safeguard of our republic, and that the free public school must ever remain the one great source of this intelligence. In this great work of preparing an intelligent citizenship capable of exercising the rights of free men, we know no North, no South, no political party, no sectarian creed.

With the firm belief that the national educational sentiment already so firmly established in all sections of our country would be deepened and strengthened thereby, the National Educational Association accepted the cordial invitation extended at Los Angeles, and

to-day meets in this beautiful Southern city under circumstances both delightful and impressive. I desire as president of this association to join with those who have already spoken in expression of appreciation of the cordial words of welcome which have come to us from our distinguished friends whose acts of kindness and hospitality have already endeared them to the teachers of this great Union. I am sure that our stay here will not only broaden our ideas, but also deepen our common sympathy and interest in the great cause which we represent. As teachers and citizens we all have an abiding faith in the future destiny of our united country, whose flag, the beautiful stars and stripes, to-day so majestically floats over land and sea. With a faith in the God of nations which knows no wavering, and with unselfish purpose and loyal devotion, let us, as members of this great association rededicate and reconsecrate ourselves to the great principle and work of popular edu-

THE PROBLEM OF CLASSIFICATION AND PROMOTION.

[One of the very best papers read at the N. E. A. was one on "The Problem of Classification and Promotion," by Miss Elizabeth Buchannan, of Kansas City, Mo. It was in part as follows:]

While there is probably no more important element in the successful management of the modern city school than proper classification and promotion of the pupils, yet just how to do this in order to subserve the best interests of the school as a whole, as well as of the individual child, is an ever recurring problem.

There can be no ideal classification and promotion unless all teachers and pupils be reduced to a uniform deal level of ability and attainments. Each city in America has worked out a system of its own, and each claims a reasonable degree of satisfaction in the success of its plan, though many are only as yet in the experimental stage, and, from the nature of the question and the changing conditions and environments of the schools, always will be.

There were many excellent features in the old ungraded schools, but there were equally as many objectionable ones.

The graded schools in trying to avoid these faults fell into others no less grievous. An effort is now being made to combine the advantages of both; to bring into the class work of the present schools the individual attention enjoyed by children of the ungraded schools.

When this is successfully accomplished, the "marking-time" of pupils on certain portions of the school work, and the "lock-step" system of promotion will be done away with, and with them will vanish one of the most serious complaints ever made against the public schools.

A MOVE IN THE RIGHT DIRECTION

is to make the interval between classes short.

It is much easier to assign children their places and more convenient for the superintendent to make reports in a system of schools having the year or half-year interval between classes. But such a classification is at times manifestly unjust.

Because of a few weeks' absence from the school, on account of ill health probably, children are required to go back a year or half year in their work, or else be placed under a great strain to overtake their classes when they are least able physically to do it.

An interval of a year, or even a half year, between classes is too long for primary and lower grammar grades.

NO IRON-CLAD RULES.

No system of promotion should be so iron-clad that it cannot be bent to suit the needs of the individual pupil.

Whenever a child studies away from and ahead of his class the principal of the school should be notified of the fact, that he may give that child special attention for a short time. If, after observing the child's power of thought and application, he feels that it will not be an injury, but rather an advantage, to promote the child to the class above, the parent should be informed of the joint decision of principal and teacher, and his advice asked. If the child's physical health is good the parent usually gives his consent, but not always.

In any special promotion or demotion the parents should always be consulted before final action is taken.

A special promotion is not always desirable, because of outside duties that would overtax the child if extra school work be put upon it, and a demotion can often be avoided if the aid of the home be invoked in time to check the backward movement of the child in school.

The evil attendant on tardy promotion is no greater than that associated with hasty, ill-considered advancement.

Here is a pupil leading his class and taking great pride in the fact. He is specially promoted to the

class above, thus passing without notice or drill many important connecting truths between the two classes. Conscious elation at his promotion will sustain him for a short time, but unless he is exceptionally bright and studious he will find himself at the foot of the class to which he has been promoted. He does not fully grasp the meaning of his present lessons because of the loss of the intervening lessons. He feels bewildered in this wider sea of knowledge, becomes discouraged, loses interest and finally drifts along in a mechanical sort of way, his mind dulled and wearied.

He is as a man who has bounded up a long flight of stairs, skipping two or three steps at each jump, and finds when he has reached the top of the first stairs that there are longer and steeper flights just ahead to be climbed, while he is already tired and out of breath.

The next stairs will be more and more toilsome as he ascends; he has lost the vigor and enthusiasm that spurred him up the first steps, and which might have carried him, even to the highest point in the tower, had he calmly walked up each step at first.

DAILY WORK THE TEST.

Promotions based on formal written examinations alone are, in many cities, a thing of the past. The schools have outgrown that idea, and now promote on the daily work of the pupils and the judgment of the teacher as to their ability to undertake the studies of the next higher class, deeming it a wiser and better method to develop in the child a habit of study and the power to think than to crowd his mind with isolated facts that he may pass a creditable examination.

Among the many teachers employed in every city and town will always be found the weak and inexperienced teacher, whose work needs to be carefully watched and the results in some way tested.

Frequent written examinations or tests in all grades above the primary, for the purpose of showing both teacher and pupil where further instruction or additional drill is necessary, are very beneficial to such teachers and no hardship to the teacher whose class is always well taught. These tests, however, should count no more for or against promotion than an ordinary recitation.

In doubtful cases probably it is well to have a written examination to determine the promotion, but these cases should be exceedingly rare in a school well supervised.

Such children for the last half of each term should be carefully watched and weighed in the balance; the children themselves should have full knowledge that this is being done, and when the decision is finally reached in regard to their classification for the next term, or the next year, they may, if the decision is unfavorable for promotion, feel somewhat depressed over it, but few will ever question the justice of the assignment.

A GRAVE FAULT.

One fault of our schools and one that causes much of the confusion in the matter of promotions, is the teaching of each subject separate and apart from all other subjects in the course of study, instead of regarding them as wheels within wheels, where each revolves on its own axis, yet crosses and recrosses the paths of the others at every revolution.

The reading class is heard at a given period and dismissed for the day; the teacher complains that her children are poor readers because she has not time enough to drill them, not knowing that every recitation in arithmetic, language, geography, history, etc., is in one sense a reading lesson.

The drawing, so little understood or appreciated by many teachers, should be a valuable aid in arithmetic, geography, history, reading, language, literature and in many other branches.

Thus it is with each study taken up in the school, and when we have learned the value of each subject we are attempting to teach and its interdependence on every other subject, we shall then be capable of dealing with this special problem of school management; and when the question of promotion presents itself for consideration, we shall not say the child is weak in this branch or strong in that, but shall take into account his general proficiency in the work he has accomplished, and the power and breadth of mind acquired for the work of the class or grade above him.

N. E. A. OFFICERS ELECTED.

The following officers were elected for this year: President, J. M. Green, New Jersey; secretary, Irwin Shepard, Winona, Minn.; treasurer, L. C. Greenlee, Colorado.

"That man seems stupid," whispered a guest at dinner, referring to another guest who had hardly spoken.

"Stupid?" whispered back her companion, "he is a library of information."

"Possibly," she replied, "but not a circulating library."

THREE VIEWS OF LIFE.

BY I. W. HOWERTH, PH. D.

What a man does in the world depends upon his philosophy of life. Every man has a philosophy. It may be crude, but nevertheless, it serves him to encourage his activity or to excuse his indolence. We sometimes laugh at the philosopher, call him impractical and visionary, but we are all philosophers in a way. We seek by reason to justify our course in life. It is so much the better if we seek by reason to order our course in life. It then becomes supremely important what view of life we accept.

A man's view of life depends somewhat upon his temperament, and somewhat upon his health. There are some who are disposed by nature to look upon the bright side of life, and others who are born with the inclination to dwell upon all that is ugly and disagreeable in it. As to the influence of the health, we know how difficult it is for a man with the dyspepsia to take a roseate view of things. Schopenhauer, the German philosopher, was so afflicted, and no one has written more discouragingly of human life. It is said that a man once excused himself from service on the jury on the grounds of public economy. When asked to explain himself, he said: "Well, you see, I am a dyspeptic, and consequently I never agree with anybody. If I am put on the jury there is certain to be a disagreement, and the expense of a new trial." "You are excused," said the judge. The story is doubtless imaginary, but it has its point in the admitted influence of the digestion on one's habit of thought. The same idea is contained in the well-worn pun in the proposition that whether life is worth living depends upon the liver. We may determine our view of life rationally, however, and it is every one's duty and highest interest to do so. When we undertake seriously to base our philosophy of life on grounds of reason, we are brought to the acceptance of one of three views of it. These are the optimistic, the pessimistic, and what George Eliot called the melioristic view. Let us glance at each of these views with the purpose of discovering its influence upon the kind of life we shall live.

The optimistic view of life sees only the bright side. Everything is for the best. That which now appears to be evil is so only because we see in part. When the great world plan is worked out, it will be found that "nothing useless is, or low." And human affairs, which are a part of that great world plan, are

evolving in accordance with it, and will evolve whether we assist in the process or not. This is the view which Tennyson expresses when he says that

"Nothing walks with aimless feet;
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile complete."

Curiously enough, the optimistic view is often supposed to be a necessary part of the Christian philosophy. Among the Christian virtues are faith, hope and resignation. These usually overshadow the equally Christian virtues of doubt, fear and dissatisfaction. Where there is no doubting there is little thinking, and fear and discontent are essential to activity. The optimistic view crops out in some of our Christian hymns. "Nothing for me to do," says one of these,

"My willing soul would stay,
In such a frame as this,
And sit and sing itself away,
To everlasting bliss."

"I have been young," says the Psalmist, "and now am old; yet have I not seen the righteous forsaken, nor his seed begging bread." This and similar passages of the Bible have led many to look upon life as divinely ordered, so that all is well, whether it seems so or not. Contentment under existing circumstances, whatever they may be, is therefore a duty.

It is obvious that such a view of life may be fatal to activity. What is the use of trying to set things right in the world if they are destined to come out all right anyway? Why worry about the evil of the world when all is under the immediate superintendence of Him who maketh even the wrath of man to praise him? Why take thought about my own needs and condition? "I am the child of a king." "It may not be my way, it may not be thy way, but somehow or other the Lord will provide." There is truth in all this, of course, but not the whole truth. There is equal suggestiveness in the story of the old darkey who along about Thanksgiving prayed the Lord to send him a turkey. "Oh, Lord," he said, "send dis darkey a turkey!" He continued to pray fervently until the night before Thanksgiving, but no turkey came. Finally he changed his prayer to "Oh, Lord, send dis darkey to a turkey!" and his prayer was answered before morning. We have to go after things in this world, and that view of life which discourages activity is one-sided or false.

The second view of life is the pessimistic. It is just as fatal to activity as the optimistic view, for according to it, everything is hopelessly bad, and it is therefore not worth while to fret over, or strive hopelessly against, the irremediable. This view has also found expression in philosophy, Christian and secular. The church has long looked upon the world as hopelessly corrupt. At best individuals were to be saved out of it, snatched from it as brands from the burning. The chief business of the Christian was to keep himself unspotted from the world. As to secular philosophy, it is worth while to read Schopenhauer once in a while, just to see what a strong case can be made out for pessimism, and to take the conceit out of oneself. Occasionally we find this view of life voiced by the poets. "This world is all a fleeting show," said Tom Moore, "for man's illusion given." What is life? It is but "a walking shadow," says the greatest of all our poets, "a poor player that struts and frets his hour upon the stage, and then is heard no more. It is a tale told by an idiot, full of sound and fury signifying nothing."

In the literature of every age we may find a pessimistic note. The Rubaiyat of the Persian poet is only one of the many, many literary expressions in which the pessimistic view of life gives sanction to selfish enjoyment.

It cannot be denied that there is much in life to warrant a gloomy view of it. "As for man, his days are as grass; as a flower of the field, so he flourisheth. For the wind passeth over it, and it is gone; and the place thereof shall know it no more." The evil of the world is so great that it seems sometimes as if it were the only reality. There is great inducement, therefore, to let things drift their destined course, to live for the present, to "take the cash and let the credit go." This is the natural result of the pessimistic view of life. Like the optimistic, it is fatal to active social service.

There is another view of life, however, which combines the truth of the two we have just considered, and produces an entirely different result on the conduct of those who accept it. In speaking of George Eliot, her biographer says that in her general attitude towards life, she was neither optimist nor pessimist. "She held to the middle term, which she invented for herself, of 'meliorist.' She was cheered by the hope and by the belief in gradual improvement of the mass; for in her view each individual must find

the better part of happiness in helping another." The melioristic view of life recognizes the evil in the world, and also "the power outside of ourselves which makes for righteousness." But at the same time it regards this evil as remediable, and this power as needing assistance. Man is able not only to lessen the evil of the world, but to increase the amount of positive good. According to this view, man's power over nature, and over the circumstances of his life is limited only by his intelligence. The world is what he makes it.

It is plain that of the three views of life, the melioristic is the only one that will bring out and exercise all the powers in active service of mankind. It is the only one which gives to human life a meaning and a dignity. It calls the one who accepts it to live, to work, to die, if need be, to make the world better. It has been the inspiration of every great life. How important it is that all, especially those engaged in the profession of teaching, accept it and live in accordance with it.

"God bends from out the deep and says,
'I gave thee the great gift of life,'
Wast thou not called in many ways?
Are not my earth and heaven at strife?
I gave thee of my seed to sow,
Bringest thou me a hundred fold?
Can I look up with face aglow,
And answer, 'Father, here is gold.'"

The University of Chicago, July 24, 1900.

PRONOUNCING TEST.

The following words are very often mispronounced. They are all common words in use every day. Try them, then get the dictionary and mark them:

towards	area	amendment
again	bouquet	restaurant
bade	ague	bicycle
brooch	bleat	were
apricot	rise (noun)	recipe
often	arctic	frontier
catch	shone	depot
hearth	route	process
aye	gaunt	recess
lien	canine	romance
greasy	juvenile	tirade
sew	infidel	essay
scarce	corporal	tarpaulin
years	tete-a-tete	wont
idea	trousseau	

OBSERVATIONS AT CHARLESTON.

[Dr. Wm. H. Black, President of Missouri State Teachers' Association, gives his impressions of the Charleston meeting, which we clip from the Cumberland Presbyterian, as follows:]

When I arrived at Charleston on Saturday, July 7, I found a company of gentlemen there who were assembled in the interest of Bible study in educational institutions and otherwise. I attended their meetings at the Citadel Square Baptist Church, took some part in them, and was very much gratified on account of the spirit shown and the work done. I am convinced that there is a new era dawning in behalf of the study of the word of God, and that the greatest text in the Anglo-Saxon literature is destined to receive more attention at the hands of educators in the years to come than it ever has in the years past. It will be no more a merely church and religious text-book, but it will be a text-book of general literature. This will not develop suddenly, but it will come surely and powerfully, for the good of the educational world, as well as for all the other interests of society.

The things that most interested me at the Charleston meeting were the addresses at the general meetings by Dr. Thompson, president of the State University of Ohio, and President Harper of the University of Chicago, on the past and future of the small colleges. These were both strong papers, and will be of service in the literature of our smaller colleges in developing and maintaining interest in these institutions in the time to come. Both, while citing the evidences that a change is coming over the public mind with reference to the small colleges, the demands upon it becoming greater, and the perils confronting it being more immediate, affirm that nevertheless there is a very important field for this institution, that there are rational grounds for its perpetuity, and that there are conditions in our civilization which demand its perpetuation, and which will in the end secure it on a more solid foundation and open up to it a field of still wider influence and usefulness than it has been able to exert in the past. I was very much delighted to find that the representatives of these two great institutions, who might be supposed to be somewhat hostile to the small college, were strongly in favor of the institution and strongly convinced that it has a great and growing future before it. President Harper's address was of marked ability, and, while dealing largely with the future of the institution and calling attention to some modifications

which will have to take place in its character, nevertheless, was a prediction that these changes would take place, and its future would be thereby guaranteed. I cannot take the time or the space to indicate the grounds upon which these conclusions were based, but simply intimate for the benefit of the reading public that the day of the small college, in the opinion of the leading educators of the nation, is not past, and that it is not destined to sink into "innocuous desuetude," as so many are now predicting, and that there is strong ground in the minds of the best educators of the country for the continuance of benefactions and support of these institutions and for a multiplication of the means by which they may be made still more effective in the career that is set before them.

The most popular speaker present at the National Association, by all odds, was President Booker T. Washington, the colored educator of Alabama, a man now of national reputation and a speaker of eminent ability. He had the largest audience that was present to hear any speaker, and the most enthusiastic audience of any occasion was the one that greeted and followed him through his splendid address on the future of negro education. The race question was handled by him in an eminently sane and statesmanlike manner.

In the department of higher education, presided over by President Raymond, of the University of West Virginia, there were some good things done for the educational work of the country. Probably the most notable work was that done in the joint meeting of the departments of higher education and of secondary education, in which they discussed the report of the Committee on College Entrance Requirements. This report has been in preparation for a series of years, and was made by some of the most eminent educators of the country, and has been before the public for a year, and those who took part in the discussion were thoroughly advised as to its contents and meaning. There was some disapproval of some of the items of the report. It was the duty of the writer to speak against Article XIII., which is an article that seems to give an entering wedge for approval of what is known as the commercial high school. I am convinced that this is not a desirable institution, and therefore, in various addresses that I have delivered in Chicago and elsewhere* in the country have taken ground against it. I spoke against it in the meeting at Charleston, and, while eliciting a

good deal of counter discussion, was pleased to note that the deliverance of the joint meeting, while not against the report, was not an adoption of it. It was simply "commended" as a report which was "likely to do good." This leaves it an open question as to what the general effect of the report will be. It certainly has developed a good many interesting points in connection with our educational work, has taken advance grounds in regard to the requirements of those who are to teach in secondary and high schools, and has also outlined some very practical things with reference to college entrance requirements. It is a document which every educator should study, and there are suggestions made in it which every institution could put into effect with benefit to the institution which he represents. The faculties of our colleges should study this report. It is contained in the proceedings of the National Educational Association of 1899.

THE EDUCATOR'S RALLYING SONG.

One of the most enjoyable features of the N. E. A. meeting was the union of sentiment that burst forth at every session in the singing of the new rallying song. The words are written by W. H. Venable of Cincinnati, and the music was composed by Prof. Gantvoort of Cincinnati.

Prof. Gantvoort was present and led the singing.

RALLYING SONG.

Under the banner of freedom we rally,
States of the snowdrift and States near the sun.
Lake shore and seaside and mountain and valley,
Glorious commonwealths—many in one.

CHORUS.

Swelling the chorus of proud exultation,
Army of peace-makers marching along!
Spreading the empire of free education,
Sing we the school teacher's national song.

2.

Legions of soldiers we drill in the college,
Reasons' our arm'ry and books our supplies,
Pens are our sabers, our ars'nal is knowledge,
War we on ignorance, battle with lies.

3.

Join in our anthem of conquering science,
Now be the banner of violence furled;
Truth, Love and Justice in holy alliance,
Shall by our victory govern the world.

EDUCATIONAL NOTES ...AND CURRENT EVENTS...

BY J. G. REYNOLDS.

VACATION AND GROWTH.

The law of a well-spent vacation is a law of change. It may be a change from work and worry to rest and retirement, or it may be a change from the work and worry to another form of work that is just as hard, but does not have the worry connected with it. The physical body may be so run down that it needs absolute rest, and in this case it ought to have it. But more often the mental powers of the teacher are the parts that need the recuperating during the summer months, and in this case they ought to be built up even if there is need of some self-denial in order to get the proper building material. The people who stay at home and rest, as they think, are often very much surprised at the amount of freshness and vigor which is shown by the one who has been spending a few months in hard study at a good summer school. The student, however, has not only had the change necessary for the resting of the physical body, but she has also had some good stimulating food for the mind, and she comes back to the school work better equipped, both mentally and physically. Some one has well said: "It is easier to grow (professionally) than it is to move from place to place." There ought to be some real growth during every vacation.

NEW NORMAL PRESIDENT.

The Illinois State Board of Education has elected David Felmley, president of that institution. Prof. Cavins of the Normal faculty was appointed secretary of the faculty, which position Mr. Felmley held in addition to the chair of mathematics. The position of professor of mathematics is to be filled by special committee of the Board. President Felmley succeeds President Tompkins, who has taken the presidency of the Chicago Normal School. No better selection could have been made. Professor Felmley has been identified with the school for many years, and is very popular with the faculty and students. His educational work has all nearly been done in this State. He is a graduate of Blackburn University of Carlinville, Ill., and of the University of Michigan at Ann Arbor. He was principal of the public schools at Carrolton, Ill., when called to the State Normal faculty in 1890. President Felmley is a Democrat and was quite active in the recent campaigns. He is also a single taxer and is looked upon as one of the ablest advocates of that theory.

JOHN CLARK RIDPATH DEAD.

John Clark Ridpath, the historian, died in the Presbyterian Hospital, New York, Tuesday evening, July 31st. He had been a patient in the hospital since April 26.

John Clark Ridpath, LL. D., was born in Putnam County, Indiana, in April, 1841. He was graduated from Arbury (now Depauw) University in 1863, taking first honors. After serving as principal of an academy at Thorntown, Ind., and as Superintendent of Public Schools at Lawrenceburg, he was called in 1869 to the chair of English literature at Depauw. He was transferred later to the chair of history and political philosophy.

In 1873 he published his book, "An Academic History of the United States."

In 1876 he published his "Popular History of the United States," and afterwards "The Life and Work of Garfield." His "Cyclopaedia of Universal History" was published in 1885.

In 1885 he resigned his professorship in Depauw and the vice-presidency of the university, in order that he might devote his whole time to writing. In 1893 he published his "Life and Work of James G. Blaine," and in 1894 his "Great Races of Mankind." He was engaged for ten years in preparing the material and four years in writing this work. In 1898 he published his "Life and Times of Gladstone" and supplement to the "History of All Nations." He was for a time editor of the *Arena Magazine* of Boston. In 1896 he ran for Congress on the Democratic ticket in his home district in Indiana and was defeated by a small majority.

In recent years he has been engaged in the preparation of a complete and elaborate history of the United States.

CONVENTION NOTES.

Altogether it was a great meeting. The greatest ever held in the South.

The reception committee and all who had anything to do with making us welcome were everything that could be desired.

Those who stayed at home for fear of the southern heat sweltering in a 95 degree temperature while Charleston had only 92 degrees, tempered with the sea breezes.

We hope the Executive Committee will decide to hold the next meeting at Detroit. "Michigan N. E. A." has been the cry for three years.

Florida in their elegant headquarters not only displayed the various products of their State but also had a splendid exhibition of school work.

THE NEW PRESIDENT.

Dr. J. M. Green, the newly elected president of the National Educational Association, is a native of New Jersey, and is principal of the State Normal School at Trenton.

He was born near Succasunna, a rural village, and attended the district school of the neighborhood until he entered the State model and normal schools, over which he now presides. After graduating from the normal school he taught for a season, when he gave up a lucrative position to take the course at Dickinson's College, Carlisle, Pa. He was called from college to take the superintendency of the schools at Long Branch. He held this position until called to preside over his pedagogical alma mater.

In 1884 he identified himself with the National Educational Association, working first in the normal department and later taking an active part in the council, and in the departments of higher education and superintendence and also on the general program. He is an educator at heart and has devoted his entire energies to promoting the course of education.

While he has been active in educational movements he has never sought office and his preferment has always, as in this instance, come as the recognition of his services on the part of those associated with him.

THE EDUCATIONAL EXHIBITS.

The book publishers and the manufacturers of school supplies were not as numerous as in former years, yet the exhibition in these lines were very good, and many of the teachers spent very profitable time in looking them over at the Hibernian hall.

The Smith & White Manufacturing Co. of Holyoke, Mass., had a very handsome display of scratch blocks and tablets and writing papers.

This company has the famous series of historical tablets which are becoming so popular in the schools.

The Educational Publishing Co. were represented by Mr. Smith, their Chicago manager. This company is well known by the teachers, so many of them having used their 5 and 10-cent classics.

B. F. Johnson & Co. of Richmond, Va., had a very complete display of their publications on hand.

In all the Johnson books there is always kept in view the three-fold education of the "heart," the "mind" and the "body."

The Johnson books are used all over the South, because they are the only text books in which Southern achievements, Southern heroes and Southern authors have received fitting recognition.

The business of the house of Johnson has been growing very rapidly, and with the new plans for its extension we predict that it will still make a more rapid growth in the future.

Mr. E. W. Ginn of Atlanta, Ga., had charge of the famous School and College text books of Ginn & Co.

Williams & Rogers of Rochester, N. Y., had a good display of their book-keeping supplies and other publications.

This house has been growing and expanding very rapidly during the past five years. In fact, their rapid growth has been a source of astonishment to many. In fact, we shared that astonishment until we saw the advertising matter sent out by this house, and found out that it was all under the charge of and prepared by a "King."

Maynard, Merrill & Co. had a very complete display of their books. This house has long been famous for their handy classics for the high schools.

Rand, McNally & Co. of Chicago were making a special display of their fine series of library books for schools.

Their new series of readers, Lights to Literature, attracted a good deal of attention. Mr. J. A. Hornberger had charge of their exhibit. He was very much elated over the news that Chicago had adopted their readers. It is quite an honor to supply readers to the second city of the Union.

The Central School Supply House of Chicago had an elegant line of maps and other school requisites.

Mr. F. J. Albrecht, secretary of the company, has been South so often that he is fast becoming the typical Southern gentleman.

Alfred Robbins, the Physical Apparatus Manufacturer of Chicago, was well represented by Dan E. Erickson of New York.

Dan knows every part of the mechanism of the apparatus that he handles, and his exhibition of the

wireless telegraphy was so simple that a child could have understood it.

Silver, Burdett & Co. had all their latest and best books prominently brought before the teachers for their inspection.

Their exhibit was in charge of Mr. B. S. Warner of the New York house. Mr. Warner is very proud of the Stepping Stones to Literature series, and well he may be, for their books are among the very best.

The American Book Company had their supply of books exhibited at the Charleston Hotel. Mr. Dillman and Maj. Clancy were present and making friends with the teachers everywhere.

The Dixon Pencil Company had a good display of pencils, and gave away bushels of them. The teachers have cause to retain pleasant memories of the Dixon company.

THE FINANCIAL SIDE OF THE N. E. A.

The National Educational Association is well off in this world's goods. It has a considerable bank account, and by the careful management of its officers and trustees, keeps ahead of its expenses.

The report of the board of trustees is exceedingly interesting to the members and others.

The following is report of the permanent fund of the National Educational Association, and its income, for the year ending June 30, 1900:

Permanent fund July 1, 1899:	
Mortgages on real estate	\$21,000 00
Kansas School and municipal bonds	27,000 00
Illinois, Indiana and Missouri School bonds	19,500 00
Cash on hand for investment..	6,500 00
	<hr/>
	\$74,000 00
Cash received from C.G. Pearse, treasurer, transferred to permanent fund from proceeds of Los Angeles meeting and from income of permanent fund	14,000 00
Total in permanent fund July 1, 1900	<hr/>
	\$88,000 00
In the following items:	
Mortgages on real estate.....	\$45,500 00
Kansas School and municipal bonds	18,890 00
Illinois, Indiana and Missouri School bonds	18,500 00
Total	<hr/>
	\$82,890 00
Cash on hand for investment...	5,110 00
Total	<hr/>
	\$88,000 00

INVESTMENTS.

Investment July 1, 1899.....	\$67,500 00
Bonds paid during the year: ..	
White Township, Kingman	
County, Kan.....\$ 7,000 00	
Washington County, Kan., S. D.	
136..... 500 00	
Greenwood County, Kan., S. D. 2	200 00
Osborne County, Kan., S. D. 52	310 00
Eudora County, Kan., bond No.	
8..... 100 00	
Dekalb, Ill., bond No. 1.....	1,000 00
	<hr/>
	\$ 9,110 00
Investments during the year:	
Real estate mortgages.....	\$58,390 00
First mortgage, 5,603 Madison	
avenue, Chicago.....	5,000 00
First mortgage, First Universa-	
list Church, Chicago.....	10,000 00
First mortgage, 4,762 Lake ave-	
nuce, Chicago.....	5,000 00
First mortgage, 4,802 Lake ave-	
nuce, Chicago.....	4,500 00
	<hr/>
Total investment July 1, 1900...	\$82,800 00

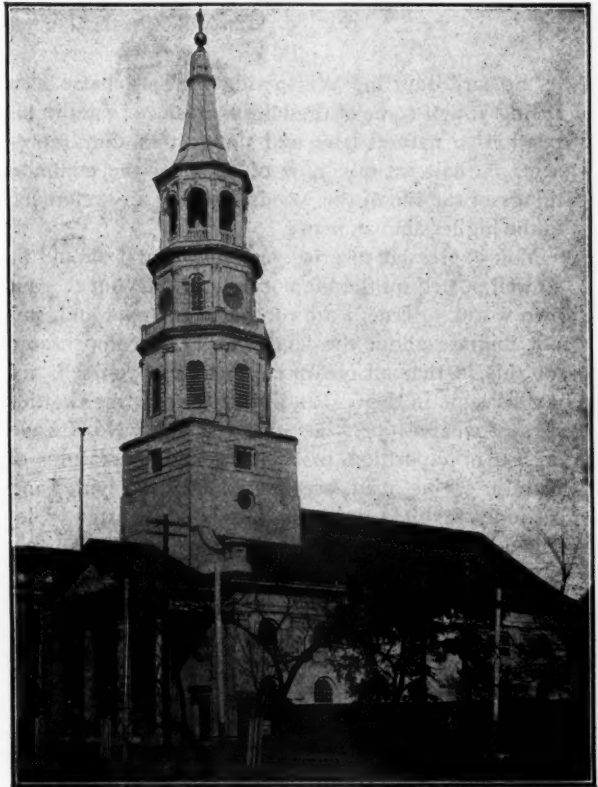
ST. MICHAEL'S CHURCH.

The one place in Charleston that seemed to claim the attention of all the teachers was this famous old St. Michael's Church. This church was opened for worship February 1, 1761. The bells and clock were brought from England in 1764 and the organ in 1768.

At the evacuation of Charles-Town by the British in 1782, the bells were taken as a military perquisite and shipped to England; purchased in London and sent back in 1783. During the war of secession they were sent to Columbia, S. C., for safety, and at the burning of that city in 1865 two were stolen and the rest so injured as to be useless. In 1866 they were again shipped to England, recast by the successors of the firm which had originally made them, from the same patterns and again returned to Charleston and replaced in the belfry on the 21st of March, 1867.

The spire of St. Michael's is one of the most beautiful in the country; the interior of the church is finished in the old-fashioned style, with the high pews, many of them square in shape. A remarkably handsome bronze chandelier hangs in the center of the nave.

In the cemetery of this church also lie many of the illustrious dead: Bishops Bowen and Dehon, John Rut-



ST. MICHAEL'S CHURCH.

ledge, the "Dictator," Gen. Charles Cotesworth Pinckney, Robert Y. Hayne, James L. Petigru and many others of more than local fame.

Literature ought to make the child uneasy under all inartistic influences. This can be done. The mind must be trained to distinguish between doing a thing and doing it well; between saying a thing and saying it well; between the touch that satisfies and the touch that creates endless longing for a better way—a longing that stirs the soul to supreme effort and endless endeavor; between passive acquiescence and active, conscious, volitional reform, both in thought and in act. For we have taught well only when our pupils, as a result, think clearly, feel keenly and act nobly. It is the keen feeling that makes noble action. Our literature must, then, touch at every turn the springs of feeling, that there may flow a steady stream of worthy acts. We do not want to think our literature; we want to feel it and live its ideals.—From Dr. Brumbang's address.

THE WHISPERING PINE.

A Nature Study by a Student of Nature.

BY F. C. RIEHL.

IV.

"So far," said the Whispering Pine, "I have been telling you of some of the idiosyncrasies of man in his relation to natural laws and things that they represent. Shall we talk now of some of the common things of the life of the woods, without any reference to the higher animal, man?"

You expressed surprise yesterday that I should be so well posted on the life not only of this, but of your own world. True, I am rooted to one spot and cannot migrate about the land, but I am compensated for this in that all creatures, including yourself, are my servants in degree, and bring here to me the tidings of what happens in other realms. No, I have no fear of imposition, firstly, because the creatures of Nature, saving man, are not addicted to lying, and secondly, for the reason that falsehood is instantly detected when applied to the creative laws, which tolerate nothing but the absolute truth.

See that happy little bird singing on yonder bush; it was here this morning long before you came, with the story of its adventures yesterday. It had been away off to your city and brought news of riots and fires, and many things happening there of which you cannot, with all your boasted intelligence, know the details until your return. My little songster also had a narrow escape during its journey. While seeking food by the way it was stealthily approached by a youthful vandal, who was none other than your own son, who sought its life with a gun, but my little musician had friends even there in the dead twigs, which, cracking under the feet of the would-be assassin, gave warning in time for it to escape. I am aware that you men of this free land are very proud of the natural instinct of your people to shoot well, but do you not think that your boy would grow up to be a better citizen and no less a good shot and a sportsman if you taught him never to point his aim at any creature that he ought not to kill? If you will but take this lesson home with you, I shall be well repaid for any trouble that I may be put to in the role of a teacher during these talks of ours.

So you see, I keep in touch with the creatures of earth and air, by association in leaf, stem and branch, but this is not all. Even now I am in conversation with a school of big and little fishes, housed in the

tangle of the fine roots that extend beneath the soil out to the waters of the lake. I shelter and protect their young there, and they like to loiter in these recesses, under the mossy banks, keeping me informed of the happenings of their nether world. There was almost a tragedy to one of your kind at the falls yesterday. A party is camped in that vicinity, and have been taking fish far beyond the limits of propriety for several days. The most notorious offender succeeded in casting a successful lure for the great bass that has always defied the angler, but he had been dealing with small fry all day, and was not prepared for the proposition that the old monarch proceeded to set forth. The proud nimrod was pulled overboard in a twinkling and carried over the falls, where his fellows dragged him out barely alive. He should have been drowned for his inordinate greed, but it will be some time before he comes again to kill fish by the measure. Father bass is now resting with me below, telling the other fishes how it all happened.

Monarch, am I of wood and wold,
King of the forest all supreme.
Forsooth, a thousand summers old,
Yet fresh as any sapling's dream.

Within my heart are secrets hid,
Great as the mightiest things that be,
As every creature brings unbid,
The story of its life to me.

I cherish, harbor and protect,
And succor many a helpless thing;
No cause e'er suffered from neglect,
That came to me, on foot or wing.

I bow to every breeze that blows,
And harken to the smallest part
Of life that breathes, that flows and grows,
In tender touch with Nature's heart.

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The demand for the "Rare Work of Art, Our Presidents," as advertised on the last page of this issue, has been so large we have concluded to offer it as a premium in connection with the Journal. Every reader of our paper can secure one of these magnificent pictures free of cost by sending in two subscribers. The picture is worth \$1, and sells for this sum. It is a suitable ornament for any home and school room. Let every reader of the Journal go to work at once to secure a copy of this work of art.

LANGUAGE REVIEW WORK.

BY F. S. DULANEY.

Write in columns the names of—

1. Ten things that you eat.
2. Five things that you wear.
3. Ten things that you play with.
4. Five things that you saw on your way to school.

Write the names of—

1. Five trees used for shade.
2. Two animals used for food.
3. Four things made of iron.
4. Two things that grow in garden.
5. Five things that are found in earth.
6. Two things that you see in the sky.

(b) State something about each of above.

Use these names in statements: Coat, hat, goat, dog, swine, ox, tree, apple, peach, pear, geese, oxen, knife, knives, cow, duck, churches, box.

(c) Use these names as questions: Ball, horse, dog, top, rabbit, drum, girl, doll.

Animal defence:

1. How does the horse defend himself?
2. The cow. The rat.
The turkey. The hog.
The hen, The cat.
The duck. The goose.
The mouse. The squirrel.
The lion. The panther.
The elephant. The snake.
The mule. The shark.
The whale. The monkey.
The bee. The donkey.

Write a story about each of the above animals.

Copy sentences, and fill the blanks with is or are, and tell why:

- The birds — singing.
— your pa at home?
— your knife sharp?
— Alice and Bertha going?
The boys — running.
The soldiers — marching.
My hat — torn.
Papa — at home.
Papa and mamma — at home.

Selections to be memorized. (b) Write from memory:

Do your best, your very best,
And do it every day;
Little boys and little girls,
That is the wisest way.

Work while you work, and play while you play,
That is the way to be cheerful and gay;
All that you do, do with your might;
Things done by halves are never done right.
(Continue with others.)

Fill blanks (was or were) and give reason:

Charles — lonesome.

Fred and John — away.

— those blocks yours?

The snow — flying.

Ours — gone.

Our hands — cold.

Write commands or requests, using in each, one of the following words:

fire.	drum.	papa.
apples.	flag.	box.
pears.	hats.	grapes.
water.	pictures.	mules.
horses.	book.	snake.
paper.	table.	frog.
bell.	Bertha.	fish.
roses.	George.	

Pittsfield, Ill., May 1900.

FERNS AND HORSETAILS.

BY BESSIE L. PUTNAM.

Though there are but few species of our native ferns that are strictly evergreen, several others, when found in sheltered spots, preserve their foliage or a portion of it for a considerable portion of the winter; and the fact that wherever they can be located, infant fronds may be found even in mid-winter by removing a little of the soil, renders them a favorable subject for study even during the season when most plant life is supposed to be dormant.

Very interesting it is to note the precision with which each tiny frond is packed away, ready to expand with the first warm days. It is coiled in a manner known technically as circinate, and peculiar to the fern tribe. A chaffy covering is frequently noticed on the stems of nearly full grown fronds. This in the embryonic ones is condensed into so thick a cloak as to at once betray its protective mission.

The underground stem, which is often hard and woody, suggests the manner in which the tree ferns of the tropics are produced, the difference being largely in size. In the latter the scale-like irregularities of the trunk, caused by the loss of old fronds, are but a repetition on a larger scale of the discarded members cast from the subterranean stem of our own representatives.

The life history of the fern is unique in the extreme, quite unlike that of flowering plants. The fruit, termed spores, is produced in spring or summer, usually upon the under surface of the frond. If it falls

on moist soil it soon develops into what is termed a prothallus, a greenish, leathery, heart-shaped substance more resembling a lichen than a fern. On the under side of this sexual organs originate, and in due time young ferns are visible.

The fertilization of horsetails is accomplished in a similar manner, the spore-bearing plants being annual—or perennial-stemmed. They are jointed plants, with leaves in whorls at the nodes—often reduced to mere bracts—and stems rough and harsh with the silica contained in their epidermis. The "scouring rush" contains a super-abundance of this mineral, hence its importance in old times at house-cleaning time. This species is evergreen, and common in wet places. Note the similarity of the underground stem to that above the surface—the nodes and scale-like leaves, the inner structure, etc.

Ferns have for us a special interest in that they represent some of the earliest forms of plant life. Beautiful fossil forms are not infrequent in coal beds, and so luxuriant was their growth during the carboniferous period that they entered very largely into forming the fuel bottled up to be released after ages. There is scarcely a lover of outdoors who does not admire them, though probably not one in a hundred can call them by name. Ferns, however, are as easy to identify as are the flowering plants, and the only excuse we have in America for not knowing them better, is that the literature relating to our species is somewhat scarce. Curiously enough, the only journal in the world devoted to ferns is issued in America. It is edited and published by Willard N. Clute, Binghamton, N. Y., and covers the whole field of this interesting study, publishing elementary articles for the beginner, as well as keeping the advanced student fully abreast of the science. At present a series of articles is being published upon the scouring rushes which is illustrated by specimens of the plants which are given away to subscribers. There are also eight pages of each issue devoted to mosses.

Let me urge each student of nature (and what teacher should not be?) to study some of these lower forms of plant life, during the coming winter. If spores can be procured, scatter them on moist soil and cover with a glass to observe the growth of the prothalli. If these are not to be found, dead fronds, or in the case of the sensitive fern, fruiting cases will mark the location of roots, and from these young growth may be secured.

Harmonsbury, Pa.

SLIPS IN ENGLISH.

It is said that a teacher at Wellesley College has prepared for the benefit of her students the following list of "words, phrases, and expressions to be avoided:"

"Guess" for "suppose" or "think."

"Fix" for "arrange" or "prepare."

"Ride" and "drive" interchangeable. (Americanism.)

"Real" as an adverb, in expressions, "real good" for "really" or "very good," et cetera.

"Some" or "any" in an adverbial sense; for example, "I have studied some," for "somewhat," "I have not studied any" for "at all."

"Some" ten days for "about" ten days.

Not "as I know" for "that" I know.

"Storms" for it "rains" or "snows" moderately.

"Try" an experiment for "make" an experiment.

Singular subject with contracted verb; for example, "She don't skate well."

Plural pronoun with singular antecedent. Every "man" or "woman" do "their" duty; or, if you look "anyone" straight in the face "they" will flinch.

"Expect" for "suspect."

"First rate" as an adverb.

"Nice" indiscriminately.

"Had" rather for "would" rather.

"Had" better for "would" better.

"Right away" for "immediately."

"Party" for "person."

"Promise" for "assure."

"Posted" for "informed."

"Post graduate" for "graduate."

"Depot" for "station."

Try "and" go for try "to" go.

Try "and" do for try "to" do.

"Cunning" for "smart"; "dainty."

"Cute" for "acute."

"Funny" for "odd" or "unusual."

"Above" for "foregoing" "more than" for "beyond."

Does it look "good" enough for "well" enough.

The matter "of" for the matter "with."

"Like" I do for "as" I do.

Not "as good" as for not "so good" as.

Feel "badly" for feel "bad."

Feel "good" for feel "well."

"Between" seven for "among" seven.

Seldom "or" ever for seldom "if" ever or "seldom or never."

Taste and smell "of" when used transitively.

More than you think "for" for "more than you think."

"These" kind for "this" kind.

"Nicely" in response to an inquiry.

"Healthy" for "wholesome."

Just "as soon" for just "as lief."

"Kind of," to indicate a moderate degree.



DISCOVERERS AND EXPLORERS.

By Edward R. Shaw, Dean of the School of Pedagogy, New York University. 12mo, 120 pages, illustrated. Price, 35 cents. American Book Company, New York, Cincinnati and Chicago.

In Shaw's Discoverers and Explorers we find one of the most attractive little books for supplementary reading which has been recently published. It should be read by the young pupil after he has gained by observation and inference a general knowledge of the locality in which he lives, and will prove excellent for collateral work in connection with the more advanced geography. The wonderful adventures of those explorers are told in simple and familiar language, yet in such a fascinating way that they cannot fail to interest the child.

THE STORY OF ULYSSES. By M. Clarke, author of the Story of Troy, Story of Aeneas, Story of Caesar.—(Eclectic School Readings). Cloth 12mo., 283 pages, illustrated. Price, 60 cents. American Book Company, New York, Cincinnati and Chicago.

There are few books published today which are more interesting to children than this story of Ulysses. It is taken directly from Homer's Odyssey which was written nearly three thousand years ago and still remains the delight and admiration of both old and young. It is especially entertaining for children since it is filled with tales of daring adventures and encounters with giants and magicians. It relates in simple narrative the misfortunes of Ulysses after the siege of Troy and tells of his shipwreck and subsequent wanderings for twenty years before reaching home. The story is frequently interspersed with quotations from Bryant's and Pope's translations, which lend an additional charm. There is also an interesting sketch of the famous siege of Troy and the cause which led to it, thus rendering the story still more intelligible. It will be of great advantage to make children familiar with one of the most perfect pieces of literature which the world has ever seen, and we earnestly hope that it will be widely read.

BROWNING STUDY PROGRAMS.

By Charlotte Porter and Helen A. Clarke. One volume, xxxiv. and 631 pages, index; cloth, \$1.50. Also 2 vols., 18mo, uniform with Browning's Works, "Camberwell" Edition, per set, \$1.50. Thomas Y. Crowell & Co., New York.

The accomplished editors of Poet Lore have produced a book no less interesting than stimulating. Browning has by some means come to be regarded as requiring more assistance for comprehension than any other modern poet. But it has also come to be generally felt that no other poet better repays study; hence the steady growth of his popularity. Hosts of persons in private, and still more in clubs and schools, devote their energies to the intelligent reading of this great revealer. Helps are not wanting, but it is safe to say that hitherto there has been no such wise, systematic, and enthusiastic guide as the present one. It begins with a general introduction which points out succinctly and convincingly wherein Browning is the one great modern poet of aspiration, portraying life in a vast number of dramatic phases, symbolizing human love and service, Art and the Incarnation, sweeping in scope from the primitive to the most consummate types. Every chapter is a perfect mine of information, teeming with suggestions, with helpful questions and hints.

THE METHOD OF JESUS, by Alfred Williams Anthony, Professor of New Testament Exegesis and Criticism, Cobb Divinity School. 266 pages. Cloth \$1.25. Silver, Burdett and Co., New York, Boston, Chicago.

The book is a close scrutiny of Jesus Himself. It takes up His method of life, His attitude of mind, and His daily spirit and shows the relation they sustain to the life that we live.

It is not the most advanced thought neither is it the most conservative, but it fills a very wide gap that is usually left between the two. The careful reader really feels that he is sitting at the feet of Jesus and learning of Him while reading these pages. The volume is full of suggestive matter to the makers of sermons and is also full of thoughtful suggestions to the earnest Christian.

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NATURE'S MIRACLES: Energy and Vibration: Energy, Sound, Heat, Light, Explosives. By Elisha Gray, Ph.D., LL.D. New York: Fords, Howard & Hulbert. Cloth, 60 cents, net.

This is the second volume of his delightful science primers. The first dealt with Earth, Air and Water; the second takes up in the same lucid and entertaining manner Energy, Sound,

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Heat, Light, and Explosives. This volume, while quite as "popular" in its easy conventional style, its personal reminiscences, curious experiments, touches of humor, etc., as the first, is even more directly useful as an adjunct to the study of physics. Professor Gray has performed a very positive service in both of these volumes, and all readers of them will look with especial interest for the third volume, as the realm in which he has won his great fame—Electricity and Magnetism.

THE STORIED WEST INDIES. By Frederick A. Ober, author of "Spain," "Puerto Rico and its Resources," "Travels in Mexico," "In the Wake of Columbus," "Cruzo's Island," "Camps in the Caribbees," "The Life of Josephine," etc. Appleton's Home Reading Books. 12mo. 285 pages. D. Appleton & Co., New York.

Ever since 1877 the West Indies have been Mr. Ober's favorite field of research, study and enjoyment. Visiting them first as an ornithologist, and later as a Government agent commissioned to examine into their resources and conditions, he penetrated their wildest and most obscure parts, where few white men have ever been, and made intimate acquaintance with the character, habits, superstitions, and traditions of the Caribs, negroes, and mixed breeds, concerning whom very little real information has hitherto been published. His knowledge of these charming islands, their flora and fauna, scenery, resources, peoples, and history, is doubtless more exhaustive than is possessed by any other writer. And this little volume demonstrates his ability to present that knowledge in most attractive as well as instructive form.

American interests in the history of the West Indies, both ancient and modern, receive ample and effective consideration, illustrations of which are the victory at Santiago and the story of Admiral Rodney's piratical revenge on St. Eustatius for the recognition there of the American flag in 1776. This is a valuable book for the home, the school library or for supplementary reading.



YOU CAN'T

Make sweet butter in a sour churn. The stomach is a churn. A foul stomach fouls the food, put into it: When the food is fouled the blood made from it is fouled also. Foul blood means disease. Cleanse the churn and you have sweet butter. Cleanse the stomach and you have pure blood. The far reaching action of Dr. Pierce's Golden Medical Discovery is due to its effect on the stomach and other organs of digestion and nutrition. Diseases which begin in the stomach are cured through the stomach. Because the stomach is the centre of physical nourishment, every part of the body suffers when that organ is diseased. When the stomach is "weak" it cannot extract from the food it receives, the nourishment necessary to sustain the body in vigorous health. Sometimes the whole body suffers and is enfeebled. Sometimes the weakness of some particular organ attracts disease.

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(Written to the Air of "Hold the Fort for I Am Coming.")

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Literary Notes.

President McKinley as an Editor.

One of the department heads at Washington recently wrote an article for *The Ladies' Home Journal* which required the President's approval for publication. The President asked that the article be given to him. At the end of a week the manuscript came back edited in a way which completely won editorial admiration. The President was apparently thoroughly conversant with all the marks which editors use in making corrections. Every erasure and interlineation had its proper sign, and each was in the President's own handwriting.

There is something about the reading of "Success" which stirs the ambition. It is akin to the hearing of martial strains in the way of kindling patriotism. What a tonic the August issue is! Even in midsummer, in the vacation month which idleness claims for its own, one cannot read its pages without absorbing some of its ginger and effervescence. The cover design shows John Wanamaker at the age of twenty-four years, delivering his first day's sales to his customers by means of a two-wheeled pushcart. Artists and writers have thrown a lot of inspiration into the story. The number is replete with many other excellent features.

In the August number of *The Declineator* Dr. Murray handles very thoroughly a subject of great interest to mothers. The sudden attacks of croup with their very distressing symptoms, and the alarming dangers of diphtheria, are treated with professional thoroughness, but in such a way that unprofessional people can understand and act upon the advice at the outset of an attack. Parents who are thinking seriously at this time of the future of their growing daughters will find in the August number of *The Declineator* an article of great assistance by Miss Halstead on "Preparatory Schools."

The Midsummer Fiction Number of McClure's Magazine, with a cover by Louis Loeb, suggesting by its rich, warm coloring the lassitude of the season, and with a strong list of well-known adepts in the art of story telling, produces at once a pleasing impression. To this number Frank H. Spearman contributes the first of a new series of railway stories, telling of the exciting race of a train of Yellowstone Park excursionists with a run-



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way "freight." Jack London, the young Californian, has in this issue a tale of the perilous journey of a Klondike miner and his Indian wife to obtain relief for a starving camp. Another strong story is "A Bill from Tiffany's" by Josiah Flynt, the well-known explorer of tramp and criminal life, and Francis Walton.

Richard Harding Davis's "The Relief of Ladysmith" in the July Scribner's is probably the most brilliant piece of war correspondence since his famous story of the fight at Las Guasimas. He gives a vivid impression of the ways of living, the privations, suffering, and the constant danger in the

besieged city, and of the fine spirit of endurance that enabled its defenders to hold out until the last. The illustrations are from photographs in the city and of the country about.

A Notable Change in the Magazine World

The Popular Science Monthly, which was established in 1872 by the Appletons is now being edited by Professor James McKeen Cattell of Columbia University, and published by McClure, Phillips & Co. Professor Cattell is well known as a psychologist and as the editor of "Science." The contents of the July number gives promise that the magazine will be well cared for by its new management.



3 GREAT TRAINS

No. 41 "BURLINGTON-NORTHERN PACIFIC EXPRESS" to Kansas City, St. Joseph, Portland, Puget Sound. Northwest, via Billings, Montana. **9:00 A. M. DAILY**

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The Illinois Central's Chicago-St. Louis line, over which the Daylight Special and the Diamond Special trains are run, has been changed between Clinton and East St. Louis, the new line now being from Clinton via Springfield and Litchfield instead of via Decatur and Pana as formerly. This is brought about by the recent acquisition by the Illinois Central Railroad Company of a portion of the St. Louis, Peoria & Northern Railway. It gives to the "Central" a first class through line over its own tracks for the entire distance between Chicago and St. Louis, reduces the distance by six miles, and brings Springfield, the thriving State Capital of Illinois, on to a through main line. From Chicago to Clinton the line continues to be via Gilman, Gibson and Farmer City. On this line the "Daylight Special" has been newly and elegantly equipped, and has added to it two new features of radical interest, namely, a

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